

Compliance Standards & Indicators

Case Record Review

Document B

Special Education Process

Legal Requirement	Indicators	Documentation
100000 Access sheet is present: 300.563; FERPA 99.32(a),(1,2); SP(II)	Access sheet includes the following: <ul style="list-style-type: none"> Name(s) of person(s) accessing file Date(s) file was reviewed Purpose(s) of review(s) NOTE: FERPA regulations do not require authorized school staff who access the student's file to sign.	Access sheet
100100 REFERRAL PROCESS		
100200 (100210-100250) Referral is present for an initial evaluation or a reevaluation at parent request: (NA required triennial reevaluation) SP(III)	Documentation of initial referral for evaluation is present and includes: <ul style="list-style-type: none"> Name(s) and role(s) of individual(s) making the referral. Reason(s) for the referral and description of concern(s) which address: <ul style="list-style-type: none"> Information that describes why the child is suspected of having a disability and in need of evaluation. A statement describing the learning experiences the child has received, especially in reading and math. A statement that limited English proficiency is not the primary reason for the referral. Date of referral (m/d/y). NOTE (1): While a parent referral for evaluation may not address the child's learning experiences or English proficiency, it is expected that the agency staff reviewing the parental request will consider each item, as appropriate. NOTE (2): Date of referral represents: <ul style="list-style-type: none"> Agency referrals: The date on which the agency made the decision that an evaluation is warranted. NOTE: It is expected that the agency will have procedures in place that result in a decision about the evaluation in no more than 30 calendar days. Parent referral (for initial or reevaluation other than required triennial reevaluation): The date of the referral is the date a member of the agency's certificated staff receives a request from the parent (either verbal or written). 	Referral form; parent request

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Legal Requirement	Indicators	Documentation
	<p>NOTE (1): An agency may require that the parent put a verbal request in writing, but that may not serve to delay the evaluation process.</p> <p>NOTE (2): After parent referral, the agency must determine, in a timely manner but not more than 30 calendar days from the date of the request, if there is a reason to suspect a disability or a need for reevaluation. If there is no reason to suspect a disability, or a need for reevaluation, the agency provides the parents with a Notice of Action refusing the requested evaluation. (For content of Prior Written Notice, see Indicators 104200-104280 in Document A.)</p> <p>○ <u>Referrals for children receiving services in the First Steps System:</u> While these referrals are considered parent referrals for an evaluation, it is possible that the agency will first learn about the child through the First Steps System. If the invitation to attend the First Steps transition meeting conducted by the First Steps System is the first indication the agency has received that the parent is interested in referring their child for evaluation, then the date of that transition meeting is considered the date of referral. This transition meeting generally occurs when the child reaches an age of 2 years, 6 months.</p> <p>If the parent makes the initial contact with the agency, then the date of the referral will be the date that a member of the agency's certificated staff received a request for an evaluation from the child's parent.</p> <p>NOTE: For referrals from First Steps received more than 105 days before the child's 3rd birthday, the 30, 45, 30-day timeline associated with the evaluation process is not applicable. The requirement for the agency is that an IEP be in place by the child's third birthday.</p> <p>**** For further information concerning First Steps transition requirements, see the Missouri State Plan for Special Education, Section IV.</p>	

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Legal Requirement	Indicators	Documentation
100300 Full explanation of all procedural safeguards: 300.504; SP(V)	<p>A copy of the procedural safeguards statement is given to the parent at the time of initial referral for evaluation. Documentation is present that:</p> <ul style="list-style-type: none">• The procedural safeguards notice was provided within 5 days of the date of the referral.<ul style="list-style-type: none">• Date of provision of the procedural safeguards (m/d/y).• The procedural safeguards' statement is approved by the Department of Elementary and Secondary Education through the compliance plan review/approval process.• The most current approved procedural safeguards statement at the time of referral is used.	Referral form; contact log

100400 INITIAL EVALUATION/ELIGIBILITY DETERMINATION**100500 (100510-100530)**

Existing evaluation data on the child is reviewed:

300.344(a)(1 - 7), 300.533(a)(1)(2)(b); SP(III)

A group of individuals meeting the requirements of an IEP Team and other qualified professionals, as appropriate, reviewed all relevant existing evaluation data on the child. The information reviewed should include:

- Previous evaluations (if available).
- Information provided by the parents of the child.
- Performance on current classroom-based assessments and observations.
- Performance on State and agency-wide assessments.
- Observations by teachers.
- Observations by related services providers, if available and applicable.

Documentation of the review includes:

- A description of all data reviewed and a summary of the information gained from the review of the data.
- The date conclusions and decisions are finalized.
- The name(s) and role(s) of each individual conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.

NOTE: This review may be conducted without a meeting.

Meeting notes; review notes;
summary of data

100600 (100610-100620)

Identify what additional data, if any, are needed:

300.533(a)(2)(i),(ii),(iii); SP(III)

- Documentation is present that on the basis of the review of existing evaluation data, and input from the child's parent, the team made a determination of what additional data, if any, is needed to determine:
 - Whether the child has a particular category of disability (see Documents G1 through G16).
 - The present level of performance and educational need.
 - Whether the child needs special education and related services, supplementary aids and services, and/or modifications to enable the child to participate, as appropriate, in the general curriculum.
- The conclusions and decisions resulting from the review must be documented.

Meeting notes

<p>100700 Written Notice, no additional data needed, no consent required: 300.503(a)(1)(i); SP(V)</p>	<p>If it is determined that no additional data is necessary as part of the initial evaluation, written notice is provided to the parent after the review of existing data and prior to an eligibility determination.</p> <ul style="list-style-type: none"> • Date of Notice (m/d/y) is not more than thirty (30) calendar days from date of the referral. • Date of Notice (m/d/y) is prior to eligibility determination. <p>NOTE: For content of Prior Written Notice, see Document A, Indicators 104200-104280.</p>	<p>Notice of Action</p>
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OR

<p>100800 Written Notice, additional data needed, no consent required: 300.503(a)(1); SP (V)</p>	<p>Agencies are not required to obtain parental consent when collecting data through one of the following methods:</p> <ul style="list-style-type: none"> ○ Teacher and related service provider observations ○ Ongoing classroom evaluation ○ Administration of or review of the results of adapted or modified assessments that are administered to all children in a class, grade, or school <p>If it is determined that additional data is necessary and that data will be collected through one of the above methods, written notice is provided to the parent after the review of existing data and prior to an eligibility determination.</p> <ul style="list-style-type: none"> • Date of Notice (m/d/y) is not more than thirty 30 calendar days from date of agency referral or parent request to evaluate. • Date of Notice (m/d/y) is prior to eligibility determination. <p>NOTE: For content of Prior Written Notice, see Document A, Indicators 104200-104280.</p>	<p>Notice of Action</p>
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OR

100900 Written Notice, consent required: 300.503(a)(1), 300.505(a)(1)(i); SP(V)	If it is determined that additional data is necessary and that data will be collected by conducting a test or administering any assessment instrument(s), a written notice is provided and written parental consent is obtained. <ul style="list-style-type: none">• Date of the Notice (m/d/y) is not more than 30 calendar days from date of referral.• Consent is obtained prior to administration of any tests or assessment instruments.• Parent signature and date (m/d/y):<ul style="list-style-type: none">○ Indicates parent has been fully informed in her/his native language or other mode of communication for all activities for which consent is sought.○ Grants consent for the proposed initial evaluation.	Notice of Action
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101000 Content of Notice, when additional data is collected (Indicators 101010-101080): 300.503(b)(1-7); SP(V)		
101010 Description and explanation of action proposed:	<ul style="list-style-type: none">• Explanation of action and reason why action is proposed.	Notice of Action
101020 Area(s) to be evaluated and tests/assessments to be used: 300.505(a)(1)(i)	<ul style="list-style-type: none">• Name(s) and description(s) of area(s) of functioning to be assessed.• Names(s) of test(s)/assessment(s) to be used, if known.	Notice of Action
101030 Description of option(s) considered and reason(s) for rejection of option(s) not selected:	<ul style="list-style-type: none">• Statement of option(s) considered.• Statement of reason(s) why any of the option(s) considered was/were rejected.	Notice of Action
101040 Description of each procedure, test, record, or report used as a basis for the action proposed:	<ul style="list-style-type: none">• Documentation includes a listing of each procedure, test, record, or report used as a basis for the action proposed.	Notice of Action
101050 Description of any other relevant factors to the proposed action:	Description includes: <ul style="list-style-type: none">• Any information not previously addressed regarding child’s educational need(s) that affect(s) the agency’s decision concerning evaluation. <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• If there are no other relevant factors, this is stated in the notice.	Notice of Action
101060 Statement of protection for parents and children under procedural safeguards:	<ul style="list-style-type: none">• A statement indicating that the parent of a child with a disability has protection under procedural safeguards. <p>NOTE: This statement on the notice is not necessary if a copy of the <i>Procedural Safeguards for Children and Parents</i> statement is provided with the notice.</p>	Notice of Action

101070 Means to obtain a copy of <i>Procedural Safeguards for Children and Parents</i> statement:	<ul style="list-style-type: none"> • A statement indicating how the parent can obtain a copy of the <i>Procedural Safeguards for Children and Parents</i>. 	Notice of Action
(NA if a copy of <i>Procedural Safeguards for Children and Parents</i> statement is provided)	NOTE: The statement may include the name and telephone number of the local education agency contact person/Director of Special Education. In addition, a contact number for the Division of Special Education at the Missouri Department of Elementary and Secondary Education may be included on the Notice.	
101080 Sources to obtain assistance in understanding Procedural Safeguards:	<ul style="list-style-type: none"> • Sources for the parent to contact to obtain assistance in understanding the Procedural Safeguards are provided on the Notice. 	Notice of Action
(NA if a copy of Procedural Safeguards is provided)	NOTE: The examples from the Note in Indicator 101070 above can also apply for this requirement.	
101100 Parent is notified of the eligibility staffing: 300.534(a)(1), 300.345(a)(1), 300.345(d); SP(III)	Documentation that the parent was notified of the eligibility staffing is in the child's file. <ul style="list-style-type: none"> • The parent is notified early enough to ensure an opportunity to participate. NOTE: For additional information regarding notification for meetings, see <i>Parent Participation in Meetings</i> in the Appendices of this manual.	Notification; contact log
101200 (101210-101250) Notification (verbal or written) includes: 300.344(a)(6)(c), 300.345(b)(1); SP(III)	The parent is notified of the following information: <ul style="list-style-type: none"> • The purpose of the meeting is to review evaluation information to determine whether the child is a child with a disability as defined by Missouri eligibility criteria. • The time, date and location of the meeting. • A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role(s) at the meeting. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The parent's and the agency's right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise. 	Notification; contact log

101300 Eligibility staffing held within required timelines: SP(III)	<p>The eligibility staffing is held:</p> <ul style="list-style-type: none"> • Within forty-five (45) calendar days of the date of the Notice to Evaluate, if no consent required. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Where parental consent is required, within forty-five (45) calendar days of the agency's receipt of the parent's signed consent. • If the evaluation process exceeds 45 days, an explanation for the extension is documented (e.g., snow days, agency vacation days, child's absence because of illness). • For children transitioning from Part C (First Steps) the eligibility determination meeting was held prior to the child's third birthday <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • If the eligibility determination meeting for First Steps child is not held prior to the third birthday a statement of the reason(s) is present (i.e. district was not notified in sufficient time to complete evaluation, parent or child related delays). 	Notification; evaluation report
101400 An evaluation report is present: 300.534(a)(2); SP(III)	<p>A current written summary of the evaluation results and eligibility determination is present in the child's file.</p> <ul style="list-style-type: none"> • An evaluation report is required for all initial evaluations and for any reevaluations where additional data was collected. <p>NOTE: The content of the report is the same in both cases.</p>	Evaluation report
101500 Parent is provided a copy of the evaluation report: 300.534(a)(2); SP(III)	<ul style="list-style-type: none"> • Documentation is present that a copy of the evaluation results and eligibility determination was provided to the parent. <p>NOTE: This copy must be provided to the parent within a reasonable period of time (generally within 15-20 days) after the meeting. This time may vary on a case-by-case basis.</p>	Evaluation report; contact log
101600 Content of the evaluation report is present as follows (Indicators 101700-102940):	<ul style="list-style-type: none"> • The evaluation report addresses the results of all assessed areas related to the suspected disability. This should include, if appropriate, any or all of the following areas: <ul style="list-style-type: none"> ▪ Health ▪ Vision ▪ Hearing ▪ Social and emotional status 	Evaluation report

	<ul style="list-style-type: none"> General intelligence Academic performance (including results of state and agency-wide assessments) Communicative status Motor abilities <ul style="list-style-type: none"> The evaluation information is sufficiently comprehensive to identify all of the child's special education and related services needs. 	
101800 Relevant behavior noted during observation: (Autism, Emotional Disturbance and Specific Learning Disability - NA for all other categorical disabilities) 300.543(a)(3); SP(III)	<ul style="list-style-type: none"> Documentation of the required observation conducted during the evaluation process includes all required components as addressed in the eligibility criteria for Autism, Emotional Disturbance, and Specific Learning Disability. (Refer to Documents G-1, G-3 , and G-9) <p>NOTE (1): Observations made by an examiner during the testing process do <u>not</u> fulfill the requirement of this standard.</p> <p>NOTE (2): Observation may be part of the evaluation process for any other categorical disability, if determined necessary and appropriate.</p> <p>NOTE (3): Observation, if needed as part of a reevaluation, may be completed in the special education setting and/or, when appropriate, in the regular education setting.</p>	Evaluation report
101900 Description of any variations from standard assessment conditions: 300.532(C)(2); SP(III)	<ul style="list-style-type: none"> If an assessment is not conducted under standard conditions, a description of the extent to which it varied from the standard conditions is included in the evaluation report. <p>NOTE: These variations may include the qualifications of the person administering the test or the method of test administration.</p>	Evaluation report
102000 Statement of the existence and nature of the categorical disability(ies): 300.533(a)(2)(i); SP(III)	<ul style="list-style-type: none"> The report contains a statement of the categorical disability(ies) and identifies specific conditions or areas within the category(ies) (e.g., LD in written expression, Mental Retardation, Speech Impaired – Voice). 	Evaluation report
102100 For Initial Eligibility: Basis for the determination of eligibility and need for special education and related services for initial evaluation: (NA reevaluation) 300.534(a)(1), 300.541, 300.543(a)(1)(2); SP(III)	<ul style="list-style-type: none"> Each item is addressed as outlined for a categorical eligibility (see Documents G 1-16) with appropriate documentation to confirm the presence of disability(ies) and need for special education and related services. 	Evaluation report
OR		

<p>102200 For Continuing Eligibility: Basis for the determination of continued eligibility and need for special education and related services for reevaluation: (NA initial evaluation) 300.533(a)(2)(i)(iii); SP(III)</p>	<ul style="list-style-type: none"> • The evaluation report confirms the continued existence of a disability(ies) and the child's continued need for special education and related services. <p>NOTE: For additional information regarding reevaluation procedures, see Indicators 103100 – 104200, Document B.</p>	<p>Evaluation report</p>
<p>102300 A statement that the disability is not a result of lack of instruction in reading or math, or limited English proficiency: 300.534(b)(1); SP(III)</p>	<p>The evaluation report reflects that the child's eligibility determination was not based on any of the following factors:</p> <ul style="list-style-type: none"> • A lack of instruction in reading • A lack of instruction in math • Limited English proficiency 	<p>Evaluation report</p>
<p>102400 (102410-102430) Names and roles of the individuals making the eligibility determination. 300.534(a)(1), 300.540; SP(III)</p>	<p>Eligibility determinations are made by a group of qualified professionals and the parent of the child. The evaluation report documents:</p> <ul style="list-style-type: none"> • The names and roles of the individuals attending the eligibility determination meeting. <p><u>For Specific Learning Disabilities</u>, the eligibility determination team must include:</p> <ul style="list-style-type: none"> • The child's regular education teacher. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of her/his age. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • For a child of less than school age, an individual qualified to teach a child of her/his age. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • At least one person qualified to conduct individual diagnostic examinations of children. 	<p>Evaluation report</p>
<p>102500 Additional Content requirements for evaluation report addressing Specific Learning Disability (LD) is present as follows (Indicators 102600 - 102940): For further information regarding eligibility criteria related to a Specific Learning Disability, see Document G-9. 300.541, 300.542, 300.543; SP(III)</p>		

<p>102600 Educationally relevant medical findings: 300.543(a)(5) (NA for all disability categories other than LD)</p>	<ul style="list-style-type: none"> • A statement describing any educationally relevant medical findings. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • If there are no relevant medical findings, this must be stated in the evaluation report. <p>NOTE: This may be included with health information.</p>	<p>Evaluation report</p>
<p>102700 Report reflects conclusion(s) of team: 300.543(b) (NA for all disability categories other than LD)</p>	<ul style="list-style-type: none"> • Each team member must certify in writing whether the report reflects her/his conclusion(s). <p>NOTE: This requirement is <u>not applicable</u> for the parent(s) of the child.</p>	<p>Evaluation report</p>
<p>102800 Dissenting statement: 300.543(b) (NA for all disability categories other than LD or if there are no dissenting statements)</p>	<p>If the report does not reflect the team member's agreement with regard to the learning disability:</p> <ul style="list-style-type: none"> • A separate statement presenting her/his conclusion is present. <p>NOTE: This requirement is <u>not applicable</u> for the parent(s) of the child.</p>	<p>Evaluation report</p>
<p>102900 (102910-102940) Learning disabilities not primarily a result of specific factors: 300.541(b) (NA for all disability categories other than LD)</p>	<p>The evaluation report documents that the learning disability is not primarily the result of:</p> <ul style="list-style-type: none"> • Visual or auditory acuity deficits or motor deficits. • Mental Retardation. • Emotional Disturbance. • Environmental or economic disadvantages, or cultural differences. 	<p>Evaluation report</p>

103000 REEVALUATION/CONTINUED ELIGIBILITY AND NEED FOR SERVICES**103100 (103110-103130)**

Existing evaluation data on the child is reviewed:

300.344(a)(1-7),300.533(a)(1)(2)(b); SP(III)

Documentation is present that a group of individuals meeting the requirements of an IEP Team and other qualified professionals, as appropriate, reviewed all relevant existing evaluation data on the child. The information reviewed should include:

- The current IEP.
- Previous evaluations (if available).
- Information provided by the parents of the child.
- Current classroom-based assessments and observations.
- State and agency-wide assessments.
- Observations by teachers.
- Related services providers, if applicable.

Documentation of the review includes:

- A description of all data reviewed and a summary of the information gained from the review of the data.
- The date conclusions and decisions are finalized.
- The names and roles of the individuals conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.

NOTE: This review may be conducted without a meeting.

Meeting notes; review notes;
summary of data

<p>103200 (103210 – 103220) Identify what additional data, if any, are needed: 300.533(a)(2); SP(III)</p>	<ul style="list-style-type: none"> • Documentation is present that on the basis of the review of existing evaluation data, and input from the child’s parent, the IEP team made a determination of what additional data, if any, are needed to determine: <ul style="list-style-type: none"> ▪ Whether the child continues to have the disability identified at the initial or most recent reevaluation. It is not required that the child meet initial eligibility criteria as outlined in the Document G Series of this manual, however; the team must determine that the child continues to show evidence of the disability indicated in the initial or most recent reevaluation. * ▪ The present levels of performance and educational need. ▪ Whether the child continues to need special education and related services. ▪ Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum. • The conclusions and decisions resulting from the review are documented. <p>NOTE *: If the team determines that a change in the identification may be needed (including a determination that the child is no longer eligible for services under IDEA,) then requirements for an initial evaluation are implemented beginning at Indicator 100500 Document B.</p>	Meeting notes
<p>103300 (103310-103320) If no additional data are needed, notify the child’s parent of the decision: 300.533(2)(d); SP(III)</p>	<p>Documentation indicates that the team determined that no additional data are needed.</p> <ul style="list-style-type: none"> • The parent was notified, either verbally or in writing, of this determination. • The notification included: <ul style="list-style-type: none"> • The reason for the decision. • The parent’s right to request additional assessments to determine whether the child continues to be a child with a disability. <p>NOTE: If the parent requests additional assessments for reasons other than continued eligibility (e.g., additional disability identification, updated test results, etc.), the agency would consider the request a parent request for reevaluation and provide appropriate Notice of Action.</p>	Meeting notes
OR		

103400 Written Notice, consent required: 300.503(a)(1)(i), 300.505(a)(1)(i); SP(V)	<p>If it is determined that additional data is necessary and that data will be collected by conducting a test or administering any assessment instrument(s), a written notice is provided and written parental consent is obtained.</p> <ul style="list-style-type: none"> • Date of the Notice (m/d/y) is not more than 30 calendar days from documented date of review of existing data. • Consent is obtained prior to administration of any test(s) or assessment instruments. • Parent signature and date:(m/d/y): <ul style="list-style-type: none"> ○ Indicates parent has been fully informed in her/his native language or other mode of communication for all activities for which consent is sought. ○ Grants consent for the proposed reevaluation. • Content of the Notice. • A copy of the procedural safeguards statement must be provided with this Notice. (See Document A, Indicator 104250) 	Notice of Action
NOTE (1): For a description of content of Prior Written Notice, refer to Indicators 101000-101080, Document B.		
OR		
103500 Attempts to obtain parental consent are documented: 300.505(3)(c), 300.345(d); SP(V)	<ul style="list-style-type: none"> • If the parent fails to respond, documentation of two (2) attempts to obtain parental consent is present. <p>NOTE (1): At a minimum, a second Written Notice for Reevaluation must be <u>mailed</u> to the parents.</p> <p>NOTE (2): The agency may proceed with assessments 10 days after the agency's second attempt to obtain consent and the agency did not receive a response. A parent's refusal to give consent is not considered a failure to respond. Failure to respond means there was NO response from the parent.</p>	Contact log; Notice of Action
103600 Parent is notified of the eligibility staffing when additional data was collected: 300.534(a)(1), 300.345(a)(1), 300.345(d); SP(III)	<p>Documentation is present that the parent was notified of the eligibility staffing.</p> <ul style="list-style-type: none"> • The parent is notified early enough to ensure an opportunity to participate. <p>NOTE (1): For additional information regarding parent notification of a meeting, see <i>Parent Participation in Meetings</i> in the Appendices of this manual.</p>	Notification ; contact log

103700 (103710-103730) Notification (verbally or written) includes: 300.344(a)(6),(c),300.345(b)(1); SP(III)	The parent is notified of the following information: <ul style="list-style-type: none"> • The purpose of the meeting is to review evaluation information to determine whether the child continues to be a child with a disability. • The time, date and location of the meeting. • A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role(s) at the meeting. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The parent's and agency's right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise. 	Notification ; contact log
103900 Eligibility staffing held within required timelines: SP(III)	The eligibility staffing is held: <ul style="list-style-type: none"> • <u>If parental consent is required</u>, within forty-five (45) calendar days of the agency's receipt of the parent's signed consent for reevaluation. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>If no parental consent is required</u>, within forty-five days (45) of the date of the decision to collect additional data. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>If the parent fails to respond</u>, within fifty-five (55) calendar days after the second attempt to obtain consent. • If the evaluation process exceeds 45/55 days, an explanation for extension must be documented (e.g., school breaks for inclement weather, holidays or summer vacation, child's absence). 	Notice of Action; evaluation report
104000 An evaluation report is present when additional data was collected: 300.534(a)(2); SP(III)	<ul style="list-style-type: none"> • A current evaluation report is present in the child's file, when additional data was collected. <p>NOTE: For content of the evaluation report, see Indicators 101600 – 102940, Document B.</p>	Evaluation report
104100 Parent is provided a copy of the evaluation report: (NA if no assessments required) 300.534(a)(2); SP(III)	<ul style="list-style-type: none"> • Documentation is present that a copy of the evaluation results and eligibility determination, is provided to the parent. <ul style="list-style-type: none"> • Date of provision of copy (m/d/y). <p>NOTE: This copy must be provided to the parent within a reasonable period of time (usually 15-20 days) after the meeting. This time will vary on a case-by-case basis.</p>	Evaluation report; correspondence

104200

Reevaluation is conducted every three (3) years or more frequently if conditions warrant:

(NA initial evaluation)

300.536(b); SP(III)

A reevaluation for each child with a disability is conducted at least once every three years.

- Documentation is present that the required triennial evaluation **did not** exceed three years.
- For reevaluations other than the required triennial evaluation, initial evaluation timelines are followed.

NOTE (1): The date for reevaluations without collecting additional data will be the date of the official review of existing data by the members of the IEP team and the date documenting their decision that no additional data was required.

NOTE (2): For reevaluations requiring collection of additional data, the date of the eligibility staffing will be considered the reevaluation date.

NOTE (3): Reevaluations may be conducted more frequently, if conditions warrant, or if child's parent or teacher requests an evaluation.

Evaluation report; meeting notes

104300 INDIVIDUALIZED EDUCATION PROGRAM (IEP)

104400 Parent is notified of the IEP meeting: 300.345(a)(1)(2); SP(IV)	Documentation is present that the parent was notified of the IEP meeting is in the child's file. <ul style="list-style-type: none">• The parent is notified early enough to ensure an opportunity to participate. NOTE: For additional information regarding parent notification of a meeting, see <i>Parent Participation in Meetings</i> in the Appendices of this manual.	Notification ; contact log
104500 (104510-104570) Content of the notification (verbal or written) is documented: 300.345(b)(1)(2)(3); SP(IV)	<ul style="list-style-type: none">• The parent is informed of all purposes for the meeting.• For students beginning at age 14 or younger, if appropriate, transition is stated as a purpose of the meeting, at least annually.• The time and date of the meeting is stated.• The location of the meeting is indicated.• The participants who will be invited to attend are indicated by name and/or role(s). (See Notes 1 and 2)• The parent is informed of his/her right and the agency's right to bring other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate and that the determination of whether or not the individual has knowledge or special expertise is made by the inviting party.• A copy of <i>Procedural Safeguards for Children and Parents</i> statement is provided with each notification of an IEP meeting. NOTE (1): If the purpose of the meeting includes consideration of transition, the agency must invite the student and representatives from any other agency likely to provide or pay for services. NOTE (2): The agency must obtain a signed <i>Release of Information</i> from the parent prior to inviting representatives of other agencies to the meeting.	Notification, contact log
104600 Initial IEP meeting held within required timelines: 300.343(2); SP(IV) Only applicable to initial IEPs N/A for First Steps transition children (see indicator 109650)	A meeting is held and an IEP is developed within required timelines. Documentation includes: <ul style="list-style-type: none">• Date(s) of meeting(s) – (m/d/y).• Dates between the IEP meeting and eligibility determination meeting are not more than thirty (30) calendar days.	IEP; evaluation report

<p>104700 Review/revise the IEP: 300.343(c)(1)(2); SP(IV) N/A – Initial IEPs</p>	<p>The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis.</p> <p>Documentation includes:</p> <ul style="list-style-type: none"> • Date(s) of meeting(s) – (m/d/y). • Meetings are no more than 365 calendar days apart. 	IEP
<p>104800 IEP developed prior to service(s): 300.342(b)(1)(i); SP(IV)</p>	<p>Documentation is present that the IEP was developed, reviewed and/or revised prior to the initiation of the services outlined in the IEP.</p> <ul style="list-style-type: none"> • Date(s) (m/d/y) of initiation of service(s) is/are after the date of the IEP meeting to develop the IEP. <p>NOTE: IEP meeting and initiation of service(s) may be on the same day.</p>	IEP
<p>104900 IEP is implemented as soon as possible following the IEP meeting: 300.342(b)(1)(ii); SP(IV)</p>	<p>No undue delay can occur in providing special education and related services to the child.</p> <p>The current IEP indicates:</p> <ul style="list-style-type: none"> • The IEP is implemented as soon as possible following IEP meeting (i.e., generally no more than one (1) to five (5) days). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The reasons for delay are documented, such as: <ul style="list-style-type: none"> ○ When the IEP meeting occurs during the summer or a vacation period. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Where there are circumstances which require a short delay (e.g., working out transportation arrangements). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ When the IEP is completed before the child's third birthday. <ul style="list-style-type: none"> • The IEP is in effect at the beginning of the school year. 	IEP
<p>105000 A current IEP is present and accessible: 300.342(2)(3); SP(IV)</p>	<p>The child's current IEP is accessible to each individual responsible for its implementation.</p> <ul style="list-style-type: none"> • A current IEP is present in the child's file. • Each teacher and/or service provider has access to the child's file and is informed of her/his specific responsibilities related to implementing the child's IEP. 	IEP

105100 Attendance at the IEP meeting of team participants: 300.344; SP(IV)	<p>The IEP must contain a listing of the participants in attendance at the IEP meeting.</p> <p>Documentation includes:</p> <ul style="list-style-type: none"> • Name of each participant. • Role(s) for each participant. <p>NOTE 1: Indicators 105200 – 105800 describe the IEP team participants.</p> <p>NOTE 2: If an individual attending the meeting is serving in more than one (1) role, the individual must be aware of that in advance of the meeting and each role in which the person is serving must be documented.</p>	IEP
105200 Representative of the public agency: 300.344(a)(4); SP(IV)	<ul style="list-style-type: none"> • Documentation is present that a representative of the public agency (LEA) attends the IEP meeting. This individual is any designated member of the school staff who meets the following requirements: <ul style="list-style-type: none"> ▪ Is qualified to provide or supervise the provision of special education ▪ Is knowledgeable about the general curriculum ▪ Is knowledgeable about the availability of resources of the public agency <p>NOTE (1): This staff member must have the authority to commit agency resources to implement the IEP and ensure that whatever services are set out in the IEP will not be vetoed at a higher administrative level within the agency.</p> <p>NOTE (2): For agencies associated with special school districts, the representative of the public agency fulfilling this role represents the special school district. An additional representative of the component district is also required to attend.</p>	IEP
105300 Child's regular education teacher(s): 300.344(a)(2), 300.540; SP(IV)	<ul style="list-style-type: none"> • Documentation is present that at least one regular education teacher of the child, if the child is or may be participating in the regular education environment, attends the <u>initial IEP meeting</u>. • <u>For a subsequent IEP meeting</u>, documentation is present that the IEP team considered whether the teacher's attendance is required for all or any part of the IEP meeting. This documentation includes: <ul style="list-style-type: none"> ▪ Names and roles of the individuals making the decisions. ▪ Results of the decision. <p>NOTE: For children with more than one regular education teacher, the agency may select which regular education teacher will serve as a member of the IEP team.</p>	IEP
105400 Child's special education teacher(s): 300.344(a)(3); SP(IV)	<ul style="list-style-type: none"> • Documentation is present that at least one (1) special education teacher of the child, or if appropriate, at least one special education provider of the child attends the IEP meeting. 	IEP

105500 (105510-105530)

Child's parent(s):

300.345(c); SP (IV)

One (1) of the following methods to ensure parent(s) participation is documented:

IEP; contact log; correspondence

- Parent(s) attend(s) the IEP meeting and documentation on the IEP indicates such.

OR

- If the parent(s) is/are unable to attend but choose(s) to participate, via an alternative method, documentation on the IEP indicates their participation and the method of participation.
 - Conference phone call
 - Correspondence

OR

- Documentation is present the parent(s) chooses not to attend or participate through one (1) of the above methods.

OR

An IEP meeting may be conducted without a parent in attendance after the agency has attempted to arrange two (2) separate meetings as outlined below. The agency must have documentation of the two (2) attempts to arrange the meetings.

Documentation includes:

- Records of telephone calls made and results.
- Copies of correspondence sent and responses received.
- Records of visits made to the home or place of employment and results.

NOTE (1): For additional information on meeting notification, see *Parent Participation in Meetings Chart* in Appendix of this manual.

NOTE: "Parent" refers to a parent, guardian, a person acting as a parent, foster parent where natural parents' educational rights have been terminated, or an educational surrogate appointed by the Department of Elementary and Secondary Education.

105600 Child: 300.344(a)(7), 300.344(b)(1)(2); SP(IV)	<ul style="list-style-type: none"> • The IEP team includes the child at any age, if appropriate. • For IEP meetings addressing secondary transition services, the child is included beginning at age 14, or younger, if appropriate. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • If, after the age of 14 the child does not attend, documentation is present that the child's preferences and interests related to transition services were considered at the IEP meeting. 	IEP
NOTE: This documentation may include interest inventories, interviews, evaluation data and other information provided by parents, teachers, or others with knowledge of the child.		
105700 An individual who can interpret instructional implications of evaluation results: 300.344(a)(5); SP(IV)	<ul style="list-style-type: none"> • The IEP team includes a person who can interpret instructional implications of evaluation results. 	IEP
105800 Others (specify): 300.344(a)(6); 300.344(b)(3); SP(IV)	<ul style="list-style-type: none"> • Other participants with knowledge or special expertise regarding the child attended the meeting at the discretion of either the parent or agency. • When addressing secondary transition at the IEP meeting, beginning at age 16 (or younger if appropriate), representatives of other agencies who are responsible for providing or paying for transition services attended. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • If an agency representative did not attend, documentation is present that the agency took other steps to obtain their participation in planning any transition services. 	IEP; correspondence

105900

IEP includes the following content (Indicators 106000 - 108700):

106000 (106010-106050)

A statement of the present levels of educational performance:

300.346(a), 300.347(a)(1); SP(IV)

The IEP includes a statement of the child's present level of education performance that:

IEP

- Is consistent with evaluation/reevaluation results in the evaluation report.
- Reflects changes in current functioning of the child since the initial/prior IEP.
- Addresses how the child's disability affects her/his involvement and progress in the general education curriculum. (For preschool children, how the disability affects the child's participation in age-appropriate activities.)
- Considers, as appropriate, the results of the child's performance on any general State and agency-wide assessments.
- Addresses the strengths of the child and the concerns of the parent for enhancing the education of their child.

106100 (106110-106140)

Consideration of special factors:

300.346(a)(2)(i)(ii)(iv)(v); SP(IV)

The IEP team considered the following factors and determined services, strategies, supports or devices, as appropriate:

IEP

- The child's communication needs. (For additional requirements addressing children who are deaf and hard of hearing see Indicator 106400 – 106500, Document B.)
- The need for assistive technology services and/or devices.
- The language needs of a child with limited English proficiency as those needs relate to the child's IEP.
- Positive behavioral interventions, strategies and supports to address behaviors that impede the learning of the child or others.

<p>106200 (106210-106240) For children who are blind or visually impaired, the IEP addresses instruction/non-instruction in Braille: 300.346(a)(2)(iii); SP(IV)</p>	<ul style="list-style-type: none"> • The IEP indicates whether or not the child is to receive instruction in reading and writing Braille. <p>If instruction in Braille is received, the IEP includes:</p> <ul style="list-style-type: none"> • Specific goals indicating which competencies in reading and writing Braille are to be taught and the level of competency expected to be achieved by the end of the IEP. • Methods of integrating Braille into normal classroom activities. • Initiation date for Braille instruction and duration of each session. <p style="text-align: center;">OR</p> <p>If instruction in Braille is <u>not</u> received, the IEP includes:</p> <ul style="list-style-type: none"> • The basis for the IEP team's determination that Braille instruction is not appropriate for the child. 	IEP
<p>106300 Statement of referral to Rehabilitation Services for the Blind: SP(IV)</p>	<p>The IEP indicates:</p> <ul style="list-style-type: none"> • A referral to Rehabilitation Services for the Blind has been discussed with the parent. • The parent's decision regarding the referral. 	IEP
<p>106400 (106410-106440) For children who are deaf or hard of hearing, the IEP team considers the child's language and communication needs: 300.346(a)(2)(iv); SP(IV)</p>	<p>The IEP documents that the following factors were considered by the IEP team:</p> <ul style="list-style-type: none"> • The child's language and communication needs • Opportunities for direct communication with peers and professional personnel in the child's language and communication mode • Academic level • Full range of needs including opportunities for direct instruction in the child's language and communication mode 	IEP
<p>106500 For children who use hearing aids, the IEP addresses the maintenance of the device: 300.6(c), 300.303; SP(IV)</p>	<p>The IEP indicates the hearing aid(s) are:</p> <ul style="list-style-type: none"> • Monitored for proper working order on a daily basis and during evaluation procedures. • Evaluated to ensure proper functioning on an annual basis (electro-acoustic analysis). <p>NOTE: If other assistive listening devices are used, such as an auditory training unit (ATU), their working order should also be verified.</p>	IEP

<p>106600 Student informed of transfer of parental rights: 300.347(c), 300.517(a)(3); SP(IV)</p>	<ul style="list-style-type: none"> • No later than the child's 17th birthday, the IEP includes a statement that the child has been informed of the rights under IDEA that will transfer to the child upon her/his 18th birthday. <p>NOTE: For information regarding notification of the transfer of rights at age 18, see Document A, Indicator 103900.</p>	IEP
<p>106700 (106710-106720) A statement of the transition service needs (age 14+): 300.29, 300.347(b)(1); SP(IV)</p>	<p>The IEP for each student beginning no later than the student's 14th birthday (and at a younger age, if appropriate), and updated annually, includes:</p> <ul style="list-style-type: none"> • A statement addressing the student's anticipated post-secondary goal(s) in one (1) or more of the following: <ul style="list-style-type: none"> ○ Postsecondary training and/or education (e.g., community college, 4-year college, vocational training, etc.) ○ Employment (e.g., independent employment, supported employment, or specific career choice) ○ Living arrangements (e.g., independent living, assisted living) ○ Community participation including recreation and leisure; ○ Other, (specify) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • A listing of the proposed courses (algebra, computer keyboarding, chemistry, etc) related to the student's desired post-secondary goal(s) that will enable the student to meet his/her goal(s). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A description of the instructional focus (independent living skills, self-determination skills, communication skills, job training, etc.) that will enable the child to meet his/her post-secondary goal(s). 	IEP
<p>NOTE: If the student's 4 year (6 year) Plan is used to meet the above requirements, a copy of the Plan must be attached to the IEP.</p>		

106800 (106810-106820)	In addition to all of the requirements in the previous indicator (106700), the IEP for each student, beginning no later than the student's 16 th birthday (or, at a younger age, if appropriate), and updated annually, includes:	IEP
A statement of the needed transition services (age 16+):	<ul style="list-style-type: none"> • A statement of the needed transition services in all or any one (1) of the following areas, as determined necessary by the IEP team. <ul style="list-style-type: none"> ▪ Instruction ▪ Related services ▪ Community experiences ▪ Development of employment and other post-secondary adult living objectives ▪ If appropriate, acquisition of daily living skills and functional vocational evaluation • The transition services are a coordinated set of activities designed within an outcome-oriented process to promote movement from school to post school activities. • These services are addressed as either individual activities or written as annual goals. (If using goals, see Indicator 107000, Document B for further requirements.) • The activities were developed considering the individual student's needs, preferences, and interests. 	
300.29, 300.347(b)(2); SP(IV)	NOTE 1: The requirements of 107200 apply to all transition services.	
	NOTE 2: For additional information regarding transition requirements, see Indicator 105800, Document B.	
106900	The IEP includes one or both of the following to ensure that the student's transition plan is achieved before the student leaves the school setting:	IEP
A statement of the interagency responsibilities or needed linkages related to transition (by age 16 or younger, if appropriate):	<ul style="list-style-type: none"> • A statement of each public and/or participating agency's responsibilities. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • Needed linkage with other agencies. 	
300.347(2); SP(IV)		

107000 (107010-107050)

A statement of measurable annual goals:

300.347(a)(2); SP(IV)

The IEP includes goals that:

IEP

- Demonstrate consistency with the content of the present level of performance.
- Can reasonably be accomplished within the duration of the IEP (generally one year).
- Are written in measurable terms that include:
 - A skill or behavior to be achieved.
 - A direction for that behavior (e.g., increase, decrease, maintain).
 - A level of attainment.
- Demonstrate involvement in the general curriculum, as appropriate (for preschool children, participation in appropriate activities).
- Address the child's other educational needs resulting from her/his disability.
- Are present for each special education and related service.

107100

Benchmarks or short-term objectives:

300.347(a)(2); SP(IV)

Each annual goal includes at least one:

IEP

- Benchmark (measurable major milestone).
- Short-term objective (measurable intermediate step).

AND

- Enables parents, students, and educators to monitor progress during the year.
-

107200 (107210-107250)

Special education services to be provided:

300.26, 300.347(a)(3), (6); SP(IV)

The IEP indicates:

IEP

- Specific special education service(s).
- Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:
 - Appropriate to the specific service.
 - Stated in a manner clear to all involved in the development and implementation of the IEP.
- Duration (i.e., beginning and ending dates for the services).
- Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, community worksite, community child care center, etc.).
- Frequency (states how often the services will occur—e.g., daily, weekly, monthly).

NOTE: Appendix A of the Federal Regulations implementing IDEA is included in the Appendices of this manual and provides additional information regarding amount of services on the IEP.

107300 (107310-107350)

Applicable related service(s):

(NA for transportation as a related service; for transportation as a related service, see standard # 108500.)

300.24, 300.347(a)(3), (6); SP(IV)

The IEP indicates:

IEP

- Specific related service(s).
- Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:
 - Appropriate to the specific service.
 - Stated in a manner clear to all involved in the development and implementation of the IEP.
- Duration (i.e., beginning and ending dates for services).
- Location (states the type of environment for provision of the services- e.g., regular education classroom, resource classroom, etc.);
- Frequency (states how often the services will occur—e.g., daily, weekly, monthly).

NOTE: Appendix A of the Federal Regulations implementing IDEA is included in the Appendices of this manual and provides additional information regarding amount of services on the IEP.

107400 (107410-107450) Applicable supplementary aids and services: 300.28, 300.347(a)(3)(6); SP(IV)	IEP lists applicable supplementary aids and services: <ul style="list-style-type: none"> • Specific supplementary aids and services. • Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be: <ul style="list-style-type: none"> ▪ Appropriate to the specific service. ▪ Stated in a manner clear to all involved in the development and implementation of the IEP. • Duration (i.e., beginning and ending dates for services). • Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, etc.). • Frequency (states how often the services will occur—e.g., daily, weekly, monthly). <p>NOTE: Appendix A of the Federal Regulations implementing IDEA is included in the Appendices of this manual and provides additional information regarding amount of services on the IEP.</p>	IEP
107500 (107510-107540) Program modifications: 300.347(a)(3)(6); SP(IV)	IEP lists: <ul style="list-style-type: none"> • A description of the specific program modifications (e.g., testing, materials, discipline, classroom modifications, including special seating, professional or student tutors, working with parents to help their child at home, extra help before or after the beginning of the school day, and modifications to assignments). • Duration (i.e., beginning and ending date for services). • Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, etc.). • Frequency (states how often the services will occur - e.g., daily, weekly, monthly). 	IEP
107600 Supports for school personnel: 300.347(a)(3); SP(IV)	<ul style="list-style-type: none"> • Description of the supports that will be provided for school personnel that are focused on directly assisting staff to meet the unique and specific needs of the child. 	IEP
107700 Transportation: 300.24(b)(15), 300.347(a)(3); SP(IV)	The IEP documents: <ul style="list-style-type: none"> • The IEP team's decision regarding whether or not the child needs transportation as a necessary related service. • Accommodations, and/or modifications for transportation (e.g., an aide, accessible bus, or door-to-door transportation) are listed, if determined necessary. 	IEP

107800 Extent of non-participation in regular education: 300.347(a)(4); SP(IV)	<ul style="list-style-type: none"> For any child not participating 100% in the regular education environment (k-12), the IEP must include a description of the extent that the student will not participate and why full participation is not appropriate. For preschool children, if all of the child's special education and related services are not provided in a regular education setting, the IEP includes: <ul style="list-style-type: none"> A description of the extent that the child will not receive special education and related services in a regular education setting. The extent to which the child will receive special education and related services in an Integrated ECSE (formerly reverse mainstream) classroom. Reasons why the IEP team determined that provision of services in the regular education setting was not appropriate. 	IEP
107900 Addresses physical education, as appropriate: 300.307(c); SP(IV)	The IEP addresses: <ul style="list-style-type: none"> Whether or not the student participates in a "regular" physical education program. If the student is not in a regular physical education program, modifications or adjustments are reflected in the IEP. <p>NOTE 1: For preschool children, no physical education activities are required.</p> <p>NOTE 2: For high school students, participation in physical education may not be required if credit has been earned or waived.</p>	IEP
108000 Addresses participation in program options, nonacademic and extracurricular services and activities: 300.347(a)(3)(ii, iii), 300.553; SP(IV)	<ul style="list-style-type: none"> The IEP contains a statement of the agency's assurance of equal opportunity for the child's participation in program options, nonacademic and extracurricular services, and activities with nondisabled peers, <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The IEP contains a listing of program options, nonacademic and extracurricular services, and activities in which the child may be expected to participate. <p>NOTE: If program options, nonacademic and extracurricular services and activities exist within the agency for nondisabled preschool children, the same option must be available to children with disabilities.</p>	IEP

<p>108100 (108110-108140) A statement defining the child's participation in state assessments of student achievement: 300.347(5); SP(IV) (NA for children for whom state assessment is not available at their age/grade level)</p>	<p>The IEP includes a statement of:</p> <ul style="list-style-type: none"> • The child's participation in state assessments (Missouri Assessment Program - MAP). • Accommodations and modifications in test administration, as appropriate. <p style="text-align: center;">OR</p> <p>If not participating in general state assessment (MAP):</p> <ul style="list-style-type: none"> • Why the assessment is not appropriate. • How the child will be assessed (Missouri Assessment Program, Alternate - MAP-A). 	IEP
<p>108200 (108210-108240) A statement defining the child's participation in agency-wide assessments of student achievement: 300.347(5); SP(IV) (NA for children for whom the agency does not administer any agency-wide assessments for all students at their age/grade level)</p>	<p>The IEP includes a statement of:</p> <ul style="list-style-type: none"> • The child's participation in agency-wide assessments. • Accommodations and modifications in test administration, as appropriate. <p style="text-align: center;">OR</p> <p>If not participating in general agency-wide assessments:</p> <ul style="list-style-type: none"> • Why the assessment is not appropriate. • How the child will be assessed. 	IEP
<p>108300 (108310-108360) Consideration of Extended School Year (ESY): 300.309; SP(IV)</p>	<p>ESY services are considered by the IEP team and the IEP documents the team's decision with one (1) of the following:</p> <ul style="list-style-type: none"> • Eligible for ESY services • Not eligible for ESY services • The determination will be made at a later date. <p>For eligible students, the IEP identifies:</p> <ul style="list-style-type: none"> • The IEP goals to be addressed through the ESY services. • Type and amount of services. • The frequency of services. • The duration of the services. • The location of the services. 	IEP
<p>108400 A statement of how the child's progress will be measured: 300.347 (7)(i); SP(IV)</p>	<ul style="list-style-type: none"> • The IEP includes a description of how progress toward meeting the annual goal(s) will be measured. 	IEP

108500 A statement of how the child's progress will be reported to the parent: 300.347(a)(7); SP(IV)	The IEP includes statements of: <ul style="list-style-type: none"> How the child's parent will be regularly informed of their child's progress toward meeting the annual goal(s). Documentation is present that: <ul style="list-style-type: none"> Reporting of progress to parents of children with disabilities is done at least as frequently as progress is reported to the parents of nondisabled children. 	IEP
108600 (108610-108620) Progress report: 300.347(7)(A)(B); SP(IV)	The content of the progress report describes: <ul style="list-style-type: none"> The progress toward the annual goal. The extent to which the progress will enable the child to achieve the goals by the end of the year. 	Progress report; meeting notes; IEP
108700 Parent is provided a copy of the IEP: 300.345(f); SP(IV)	<ul style="list-style-type: none"> Documentation indicates that a copy of the IEP was provided to the parent. NOTE: This copy must be provided to the parent within a reasonable period of time (generally within 15-20 days) after the meeting. This time may vary on a case-by-case basis.	IEP; correspondence
108800 Special education and related services are provided in accordance with the IEP: 300.342(b)(1); SP(IV)	<ul style="list-style-type: none"> Special education and related services are provided as listed on the IEP. 	IEP
108900 Parent is provided Prior Written Notice for any change of services: (NA initial IEP development or a subsequent IEP resulting in no change to services) 300.503(a)(1)(i); SP(V)	Documentation is present that: <ul style="list-style-type: none"> The parent receives written notice prior to any change in the type or amount of special education and/or related services for the child. Any change in the type or amount of services is made through the IEP process. NOTE: For content of Prior Written Notice, see Document A, Indicators 104200 - 104280.	Notice of Action

109000 PLACEMENT

109100

IEP is developed/revised prior to placement and/or change of placement recommendation:

300.552(b)(2); SP(IV)

Placement and/or change of placement recommendations are not made prior to development/revision of the IEP.

- Placement decisions are based on the child's IEP.
- Placement decisions are made only after development or revision of the IEP.

IEP; Notice of Action

109200 (109210-109220)

Placement decisions are based upon LRE:

300.550-300.554; SP(IV)

Documentation is present that:

IEP

- The child's IEP team makes placement decisions.
- Placement is determined annually.
- Placement is based on a continuum of alternative placement options.

Placement decisions are based on:

- The child's IEP with consideration given to whether education in the regular classroom with the use of supplementary aids and services can be achieved satisfactorily. (For preschool children, regular education setting is a setting which is designed primarily for children **without** disabilities.)
- Whether the child has been integrated to the maximum extent appropriate.
- Placement being as close as possible to the child's home and in the school he/she would attend if nondisabled unless the IEP requires some other arrangement. (N/A for ECSE.)
 - Documentation is present that addresses why other arrangements are required.
- In making the placement decision, the following factors were considered:
 - Consideration for any harmful effect on the child or on the quality of services he/she needs.
 - The child not being removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
 - The curriculum and goals of the regular education class.
 - The sufficiency of the district's efforts to accommodate the child with a disability in the regular class.
 - The degree to which the child with a disability will receive educational benefit from regular education.
 - The effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving.
 - The nature and severity of the child's disability (cannot be sole factor considered).

For students attending State Schools for the Severely Handicapped, Missouri School for the Blind, and Missouri School for the Deaf:

- Placement determinations are made during the annual IEP review/revision meeting. If the local agency is unable to attend this meeting, they must document that placement options were discussed with the parent at another time.

<p>109300 Notice of Intent/Consent for Initial Placement is provided/obtained: (NA Change of Placement) 300.503(a)(1), 300.505(a)(1)(ii); SP(V)</p>	<p>Documentation is present that:</p> <ul style="list-style-type: none"> • A written notice is provided to the parent prior to placement. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Signed parental consent for the initial placement is obtained prior to placement. <p>NOTE: For content of Prior Written Notice, see Document A, Indicators 104200 – 104280.</p>	<p>Notice of Action</p>
<p>109400 Notice of Change of Placement is provided: (NA if Initial Placement) 300.503(a)(1); SP(V)</p>	<ul style="list-style-type: none"> • Documentation is present that a written notice is provided to the parent prior to any change in placement. <p>NOTE: For content of Prior Written Notice, see Document A, Indicators 104200 – 104280.</p>	<p>Notice of Action</p>
<p>109500 Date of Consent for Initial Placement is prior to implementation of the IEP: 300.503(a)(1), 300.505(a)(1)(ii); SP(V)</p>	<ul style="list-style-type: none"> • Parent consent (date of signature) is prior to implementation of IEP (initiation date). • All dates include month, day, and year. 	<p>Notice of Action; IEP</p>

109600**Part C transition**

Documentation is present that a smooth and effective transition was made for children transitioning from Part C (First Steps) to Part B (ECSE):

- If invited, representative of local district attended Part C transition meeting.

OR

- If the representative of the local agency did not attend the meeting, documentation is present that a contact occurred at least 120 days prior to the child's third birthday to
 - Explain the process, and
 - If the child is eligible, the steps necessary to assure the provision of services by the child's third birthday.
- Procedural Safeguards provided to parents within 5 days of referral (see indicator 100200 for explanation of referral date)
 - Date of provision (m/d/yr)
- Notice of Action provided to parents (Proposal or refusal to evaluate).
- Evaluation conducted (See indicators 100500-102900)
- IEP in place by 3rd birthday
 - Date of IEP meeting (m/d/yr)

OR

- If IEP not in place by 3rd birthday, documentation is present explaining reason for delay (i.e. district was not notified in sufficient time to complete evaluation, parent or child related delays).

NOTE: For further information regarding Part C to B transition, see the Missouri State Plan for either Part B or Part C.
